



Got History? Effective Practices

A workshop for
teachers in grades 3-6

Kevin Simpson
Fairfax County Public Schools
Fairfax, VA


Video Notes

U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success



Video Notes Directions

- This guide supports the video presentation and provides you a copy of the PowerPoint slides used in the program. There are multiple segment breaks in the video that are included to allow time for you to process the information you have seen and heard.
- The slides that are associated with the segment breaks have reflection questions to consider during the interim period.
- It is advisable to print out all of the supplemental files for this program as resources to utilize during and after viewing.
- The follow-up activities should be completed and submitted to your professional development director for possible credit



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

Opening Activity: Where in the United States (or world) are you from?

U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

Historytelling

"A story is like a journey. As long as there are human beings, there are stories."

Joseph Bruchac

(as cited in Rief, Sandra F., and Julie A. Heimburger. 1996. *How to reach and teach all children in the inclusive classroom: Ready-to-use strategies, lessons, and activities for teaching students with diverse learning needs.* New York: The Center for Applied Research in Education.)

"Storytelling pulls people into deeper associations. I'm responsible for what I say, but not for what you hear."

Carol Birch

(as cited in Rief and Heimburger, 1996.)



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

Historytelling: Who Am I?




U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

Thurgood Marshall



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

Historytelling



Historytelling
Melanie Zucker Stanley

Choose one event or person in history you are passionate about.
Select a short piece of writing or short book about your topic.
Read information on your topic several times until you have the main ideas in your head.
Retell what you understand from your reading to another person.
Write down some of the names and words that are difficult for you...on chart paper.
If you like to draw, accompany some of your words with simple drawings.
Now, instead of retelling about your topic, you can read in a history book.



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

People in History


“Bio”Can

- Who are the influential people in your history curriculum?
- Share examples
- Design one of your own



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

“Bio” Can



“Bio” Can by Judy Avalos
Elementary Teacher, Fairfax County Public Schools

1. Start saving “Pringles” potato chip cans or oatmeal containers. Have students bring them into the classroom.
2. Collect supplies for decorating: construction paper, felt, cotton, styrofoam balls.
3. Assign individual students a person to research.
4. Model how to research looking for pertinent information.
5. Record information on index cards or outline.
6. Use information to design riddle cards.
7. Decorate person-“bio” can with relevant pictures.

Teacher Share:
Give One Take three

My Idea _____ Colleague's Idea _____



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

Segment 1 is now finished— Active Learning

Please proceed with the activity.

Identify an important historical figure for the time period addressed in a topic/unit of study from your curriculum. Craft a his-story for this individual. Include facts as well as information that would engage students and aid in retaining relevant information.

Continue to the next segment at the conclusion of the activity.



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

Teacher Share

- Give one, take three
- Record the idea you brought to this session on how you make history come alive for your students
- Share your idea and record three ideas from colleagues



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

Teacher Share

Teacher Share: Give One Take three	
My Idea	Colleague's Idea
Colleague's Idea	Colleague's Idea



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

Photo Reenactment



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

Photo Reenactment

- Do you use photographs when you teach history?
- What are some ways you use pictures?
- Reenact a historic photo



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

What happens in history when you have two opposing points of view?

Talk with a partner about an example of two opposing points of view in history. Think of people, places, and vocabulary

- Lee and Grant
- Patriots and loyalists
- Indians and settlers
- Integration and segregation
- North and South (Civil War)



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

Poem with Two Voices

Union I am the North	Why are we divided?	Confederate I am the South
I am against slavery	We have a disagreement	I am for slavery
We wear blue	We both wear colors	We wear gray
Abraham Lincoln is my president	We both have presidents	Jefferson Davis is my president
Ulysses S. Grant leads our troops	Robert E. Lee leads our troops	Who will lead their troops to victory?



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

Segment 2 is now finished— Sharing Ideas

Please proceed with the activity.

Create a poem for two voices that identifies two opposing points of view about a topic/unit of study from your curriculum.

Continue to the next segment at the conclusion of the activity.



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005



Interactive Notebooks

“Interactive notebooks promote organization, engage students, and encourage students (YOU!) to process information, combine words and visuals, become a working portfolio, and demonstrate critical thinking.”

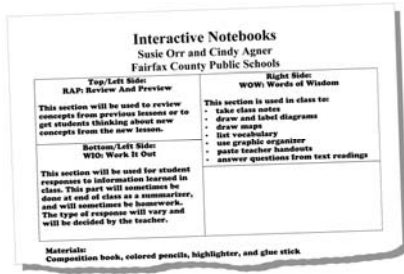
http://www.journeytoexcellence.org/practice/instruction/theories/miscideas/notebook_gh.html, April 4, 2004.

- Template
- Student examples



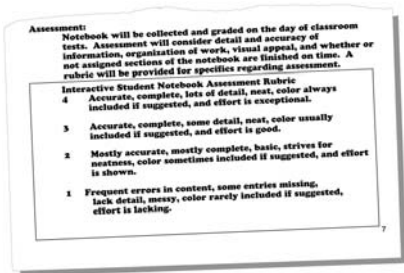
U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

Interactive Notebooks



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

Interactive Notebooks



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

History Questions and Statements from students

- Were you alive during the Civil War?
- Pocahontas had small ox



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

History Workshop

"A workshop setting functions like an artist's studio. Students explore historical source materials, read a variety of historical writings, draw, make up stories, and recreate historical experiences comparing their understanding with that of others."

Jorgensen, Karen L. 1993. *History workshop: Reconstructing the past with elementary students*. Portsmouth, NH: Heinemann Publishing, 13.



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

History Workshop

- View and visualize the past (draw)
- Journal the past (write)
- Feel the past (artifacts)
- Listen to the past (music)



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

What makes history hard for students?



Vocabulary

Making Connections and Word Sorts



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

Word Sorts page 11

<i>Brown v. Board of Education</i>	integration	schools
busing	Supreme Court	protest
Thurgood Marshall	NAACP	Massive resistance



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005



Perspectives To Ponder

If the following objects from history could talk, what would they say?

- Thomas Jefferson's quill
- The colored and white-only signs from the Jim Crow era
- Susan Constant, Godspeed, or Discovery
- A musket from the Revolutionary War
- A cannonball from the Civil War



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005



Graphic Organizers page 12

Sites to visit!

- <http://www.eduplace.com/graphicorganizer/>
- http://www.teach-nology.com/web_tools/graphic_org/
- <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm>
- <http://curry.edschool.virginia.edu/go/edis771/notes/graphicorganizers/graphic/>
- <http://www.writedesigndesignonline.com/organizers/>



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

Create your own graphic organizers

James Madison (Add a picture)	Fact 1	Fact 2
Fact 3	Fact 4	Why is he called the "Father of the Constitution"?



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

Effective Practices

Effective Practices
Effective classrooms are active, engaging environments. Students participate in learning experiences that prepare them to be productive, responsible citizens. They gain knowledge about society, past and present, and participate in learning experiences that enable them to process information in a variety of ways.

Effective practices include:

- Using your state curriculum for guiding curriculum mapping and learning experiences
- Following suggested timelines to ensure content coverage
- Engaging students in learning, working independently and/or interacting cooperatively
- Preassessing and ongoing assessment of student learning using a variety of tools such as rubrics, tests, teacher observation, anecdotal records, oral presentations, and projects
- Engaging students in reading (maps, literature, etc.) writing, observing, and talking using a variety of materials
- Integrating history, geography, economics, and civics during instruction
- Using a textbook and a variety of supplemental instructional materials such as primary sources, periodicals, maps, and trade books



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

Social Studies Instructional Time

Social Studies Instructional Time
Fairfax County Public Schools

Begin Lesson

Review and Make Connections	Preview new content and engage students
Activate background knowledge and thinking	Preteaching assessment
Literature and Map Connections	

Lesson

Whole Group, Pairs, Small Groups	Integrate language arts -Literature
Investigate historical concepts	-Discuss/listen/read/write
Hands-on activities	Research/map study



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

State Assessments



State Assessments

Know your available resources and use them. Do not rely on the textbook alone

Work on test-taking strategies all year long...don't wait until the test

Use multiple assessment strategies such as: projects, multiple-choice tests, rubrics, checklists, written tests, discussions, teacher observations, student-generated tests and rubrics, interviews, and portfolios



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

State Assessments

- Review question of the day
- Fly swatter
- Behind your head
- Student-created games
- Explicit teaching of test-taking strategies
- Multiple assessments
- Awareness of test jargon and format
- Review, Review, Review!!!



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

“History is the memory of things said and done.”

Carl L. Becker

(as cited by Szasz, Ferenc. *Quotes About History*. Retrieved April 4, 2005 from <http://www.usa/articles/1328.html>).

- Questions
- Comments
- Reflections



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005

Segment 4 is now finished— Making Connections

Please proceed with the activity.

Think about ways you could use the making connections activity with a unit of study/topic from your curriculum – as an activator or pre-assessment and/or a formative assessment.



U.S. Department of Education • Teacher to Teacher Initiative • Supporting Success
Kevin Simpson, 2005
